

Hunter Street Elementary

1100 Hunter Street
York, SC 29745

Grades	PK-5 Elementary School	
Enrollment	745 Students	
Principal	Kevin Hood	803-684-1926
Superintendent	Dr James Jennings	803-684-9916
Board Chair	Nancy Latham	803-927-7245

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	46	44	4	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Below Average	No

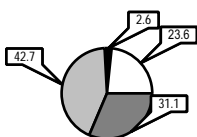
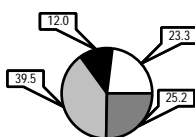
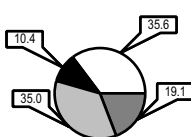
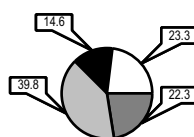
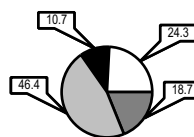
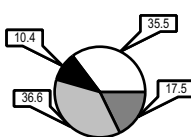
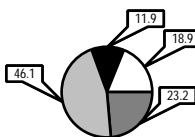
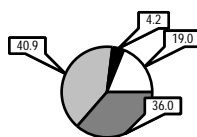
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	340	99.4	23.4	42.9	31.2	2.6	46.4	Yes	Yes
Gender									
Male	191	99.0	29.7	42.4	26.7	1.2	40.0		
Female	149	100.0	16.1	43.4	36.4	4.2	53.8		
Racial/Ethnic Group									
White	235	99.2	16.7	43.1	37.5	2.8	54.6	Yes	Yes
African American	76	100.0	44.9	39.1	14.5	1.4	23.2	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	25.0	58.3	16.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	277	100.0	15.2	46.5	35.5	2.7	52.7		
Disabled	63	96.8	63.5	25.0	9.6	1.9	15.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	340	99.4	23.4	42.9	31.2	2.6	46.4		
English Proficiency									
Limited English Proficient	12	100.0	27.3	54.5	9.1	9.1	27.3	I/S	I/S
Non-Limited English Proficient	328	99.4	23.2	42.4	32.0	2.4	47.1		
Socio-Economic Status									
Subsidized meals	198	99.0	28.4	47.9	21.3	2.4	36.1	No	Yes
Full-pay meals	142	100.0	17.3	36.7	43.2	2.9	59.0		

Mathematics – State Performance Objective = 36.7%									
All Students	340	99.7	23.1	39.6	25.3	12.0	52.9	Yes	Yes
Gender									
Male	191	99.5	24.8	40.0	23.0	12.1	46.7		
Female	149	100.0	21.0	39.2	28.0	11.9	60.1		
Racial/Ethnic Group									
White	235	99.6	14.8	38.9	30.6	15.7	61.6	Yes	Yes
African American	76	100.0	46.4	40.6	10.1	2.9	27.5	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	16.7	50.0	25.0	8.3	58.3	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	277	100.0	16.4	40.2	29.7	13.7	60.9		
Disabled	63	98.4	55.8	36.5	3.8	3.8	13.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	340	99.7	23.1	39.6	25.3	12.0	52.9		
English Proficiency									
Limited English Proficient	12	100.0	18.2	45.5	27.3	9.1	54.5	I/S	I/S
Non-Limited English Proficient	328	99.7	23.2	39.4	25.3	12.1	52.9		
Socio-Economic Status									
Subsidized meals	198	99.5	32.5	40.8	18.3	8.3	39.1	Yes	Yes
Full-pay meals	142	100.0	11.5	38.1	33.8	16.5	69.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	340	99.7	35.4	35.1	19.2	10.4	29.5
Gender							
Male	191	99.5	40.6	29.1	18.8	11.5	30.3
Female	149	100.0	29.4	42.0	19.6	9.1	28.7
Racial/Ethnic Group							
White	235	99.6	24.5	37.0	24.1	14.4	38.4
African American	76	100.0	63.8	30.4	5.8	0.0	5.8
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	50.0	33.3	16.7	0.0	16.7
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	277	100.0	28.1	37.9	22.7	11.3	34.0
Disabled	63	98.4	71.2	21.2	1.9	5.8	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	340	99.7	35.4	35.1	19.2	10.4	29.5
English Proficiency							
Limited English Proficient	12	100.0	54.5	36.4	9.1	0.0	9.1
Non-Limited English Proficient	328	99.7	34.7	35.0	19.5	10.8	30.3
Socio-Economic Status							
Subsidized meals	198	99.5	47.3	35.5	12.4	4.7	17.2
Full-pay meals	142	100.0	20.9	34.5	27.3	17.3	44.6

Social Studies							
All Students	340	99.7	23.1	39.9	22.4	14.6	37.0
Gender							
Male	191	99.5	24.2	38.2	23.0	14.5	37.6
Female	149	100.0	21.7	42.0	21.7	14.7	36.4
Racial/Ethnic Group							
White	235	99.6	16.2	38.0	26.9	19.0	45.8
African American	76	100.0	43.5	42.0	10.1	4.3	14.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	16.7	58.3	16.7	8.3	25.0
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	277	100.0	17.6	40.2	25.8	16.4	42.2
Disabled	63	98.4	50.0	38.5	5.8	5.8	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	340	99.7	23.1	39.9	22.4	14.6	37.0
English Proficiency							
Limited English Proficient	12	100.0	18.2	54.5	18.2	9.1	27.3
Non-Limited English Proficient	328	99.7	23.2	39.4	22.6	14.8	37.4
Socio-Economic Status							
Subsidized meals	198	99.5	33.7	45.6	12.4	8.3	20.7
Full-pay meals	142	100.0	10.1	33.1	34.5	22.3	56.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	119	100.0	18.1	25.0	49.1	7.8	56.9
	4	110	100.0	24.0	48.1	26.9	1.0	27.9
	5	130	100.0	25.0	49.2	24.2	1.6	25.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	99.1	14.7	25.3	52.6	7.4	60.0
	4	116	100.0	23.4	50.5	25.2	0.9	26.2
	5	119	99.2	31.4	50.5	18.1	0.0	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	119	100.0	15.5	67.2	15.5	1.7	17.2
	4	110	100.0	20.2	48.1	22.1	9.6	31.7
	5	130	100.0	29.7	43.8	14.8	11.7	26.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	12.6	44.2	26.3	16.8	43.2
	4	116	100.0	26.2	32.7	32.7	8.4	41.1
	5	119	99.2	28.6	42.9	17.1	11.4	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	105	100.0	22.1	40.0	25.3	12.6	37.9
	4	116	100.0	40.2	32.7	19.6	7.5	27.1
	5	119	99.2	41.9	33.3	13.3	11.4	24.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	105	100.0	10.5	36.8	32.6	20.0	52.6
	4	116	100.0	21.5	45.8	19.6	13.1	32.7
	5	119	99.2	35.2	37.1	16.2	11.4	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 745)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.2%	Up from 4.0%	3.2%	3.0%
Attendance rate	95.6%	Down from 96.3%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%	Up from 5.3%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%	Up from 5.6%	3.6%	3.2%
Eligible for gifted and talented	13.3%	Down from 14.6%	13.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Up from 9.0%	9.4%	8.2%
Older than usual for grade	1.3%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	46.2%	Down from 52.0%	53.8%	52.6%
Continuing contract teachers	78.8%	Up from 72.0%	85.2%	83.3%
Highly qualified teachers	89.6%	Up from 87.2%	92.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	84.1%	Down from 84.4%	88.0%	87.0%
Teacher attendance rate	88.4%	Down from 94.7%	95.0%	95.0%
Average teacher salary	\$39,689	Down 2.3%	\$41,747	\$41,703
Prof. development days/teacher	7.7 days	Down from 8.9 days	12.9 days	12.8 days
School				
Principal's years at school	0.5	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 20.0 to 1	18.9 to 1	18.8 to 1
Prime instructional time	80.8%	Down from 89.5%	89.8%	89.8%
Dollars spent per pupil*	\$5,454	Up 5.7%	\$6,150	\$6,242
Percent of expenditures for teacher salaries*	66.7%	Up from 66.3%	65.4%	65.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	78.5%	Down from 98.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.7%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hunter Street Elementary School, a Title One school, continues to provide a strong academic program coupled with learning opportunities in music, art, physical education, technology, and guidance. A variety of extracurricular programs including Chorus, Environmental Club, Spanish Club, and the Art Club further strengthen our student development. Students are given the opportunity to participate on the student council or safety patrol team, which enables their leadership skills to be enhanced. One of our goals is to provide a welcoming and sharing environment for our parents and community. Our PTO and School Improvement Council members are actively involved in planning activities and school improvement. Parents and volunteers play a vital role in the education of our students.

Students and their families are encouraged to participate in a variety of school-wide service projects, which this year included Pennies for Patients and Saint Jude Children's Hospital Math-A-Thon. Opportunities for statewide recognition for our students included the Governor's Reading Honor Roll, Lt. Governor's Writing Contest, and the Southern Sampler. Throughout the year events are scheduled to encourage community involvement. These include math and science night, reading night, writing night, PACT night, the art show, Multicultural Day, book fairs, and the Cinco de Mayo celebration.

High achievement for all of our students is our first priority at Hunter Street Elementary School. To achieve this goal, strategies incorporated include a Title One Literacy assistant, Americorp volunteer tutors, before-school computer lab, and an After-School Program funded by the Twenty-first Century Grant. The Montessori kindergarten program is unique to the district and gives qualified 3-,4- and 5-year-old students a distinctive opportunity to excel in their elementary years.

Our current goals include a focus on reading comprehension, providing a warm and friendly school environment, moving our basic students to proficient and our proficient students to advanced, as well as addressing the needs of our "at-promise" students.

Professional development for the 2004-2005 school year encompassed Dataworks, in-depth in-service for reading comprehension, and the Winthrop Writing Project. Several teachers applied for and received grants, which enabled them to purchase additional materials for a variety of subject areas.

Our parent and community volunteers have a tremendous impact on our school's success. Hunter Street Elementary School will proceed to work toward continuous improvement of our instructional program. We seek to ensure that our students have the skills necessary to succeed in a rapidly changing world.

Linda Martin, Interim Principal

Laura Nettles, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	111	78
Percent satisfied with learning environment	91.3%	83.5%	87.0%
Percent satisfied with social and physical environment	95.7%	91.6%	80.5%
Percent satisfied with school-home relations	84.8%	85.3%	65.8%

*Only students at the highest elementary school grade level at this school and their parents were included.